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The Social Development Program was originated under Title I to aid socially maladjusted students, particularly disadvantaged Negro students, to adjust socially and academically. Group dynamics were used to influence the self-concepts of sixth and seventh graders from five participating schools. This report states the formal definition of the program and outlines the objectives, antecedents, and processes. It also presents the results of a seven-month evaluation of the program. The results indicate the program is generally compatible with the total school system. However, more permanent quarters are needed. More financial support would assure continuity of leadership. A redefinition of student selection criteria is recommended, as is the employment of a more fully qualified staff. A more specific program definition of counseling, better utilization of resource materials, and better feedback from group leaders are also recommended. Further evaluation of the program will depend on a more specific formal definition. (NG)

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TITLE I PROJECTS

SOCIAL DEVELOPMENT
1967 REPORT

SOCIAL DEVELOPMENT PROGRAM
1967 REPORT

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CG 003 161

14. SOCIAL DEVELOPMENT PROGRAM

Introduction

History of the Program

The Social Development Program for socially maladjusted children from economically disadvantaged areas was initiated in the Pittsburgh Public Schools in September 1966. Lower-class children traditionally lack self-confidence in an academic climate and a positive self-image that enables them to relate to their peers. Because self-concepts are vital to a student's social adjustment in school, the Social Development Program was designed as an "experiment" in improving these self-concepts through group dynamics.

The prospective staff began work with pilot groups in a preservice training session which was held in July 1966. During the summer school session at the University of Pittsburgh, the staff attended seminars on social group work, social case work, and socio-cultural factors influencing behaviors under the direction of two professors from the School of Social Work. At the same time they worked with groups of students selected from the summer school program because they were similar to the students the staff would work with in September. At the end of the sessions, the students' teachers in summer school said that they noticed a positive change in the student's behavior and, in some cases, an improvement in appearance--both good promise for the September program.

In August the staff attended a seminar under the direction of the program's coordinator. In September students were referred to the program, and group leaders began discussing their plans with teachers and principals at the schools involved.

Some changes have occurred in the program since the initial plans were drawn. A comparison of the 1966 evaluation report[1], prepared during the summer before the program was implemented, with the more current program description reported below provides evidence of the following program changes:

1. Initially, discussion groups were to meet weekly for one and one-half hours throughout the school year. The groups actually met twice a week for a minimum of 40 minutes.

2. Initially, four hundred sixth-grade students were expected to participate in the program; however, 224 students representing both the sixth and seventh grades actually participated.

3. Initially, the program was to be in operation in 25 schools, but only 15 participated.

4. There were seven group leaders on the staff as opposed to the 10 initially specified.

Description of the Program

The preceding comparisons showing program change are based on the 1966 evaluation report in conjunction with the current formal program definition. This definition was synthesized from answers of

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[1] Evaluation Reports, 1966: OVT Curriculum and Guidance, Employment Supervisors, Social Development, Board of Public Education (Pittsburgh, 1966) pp. 24-1--24-3.

program staff to questions posed by the Office of Research (see Appendix A) during meetings held at the Social Development Program Office at Herron Hill Junior High School on January 30 and February 3, 1967. Ten people representing the program staff, the program administrators, and the Office of Research met together in one group and used the circular response method of discussion. The product of this meeting was the formal definition of the program compiled by the Office of Research and mailed to members of the program staff on April 24, 1967. This definition is reproduced in the following pages to offer a detailed description of the program.

Social Development Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale

The socially maladjusted student poses problems to the efficient execution of the educational institution's primary mission--education. The Social Development Program is a social-personal program designed to aid socially-maladjusted students, utilizing group dynamics to influence their self-concepts. The program originated as an attempt to better enable students (particularly disadvantaged Negro students) to adjust socially and academically to their environment--emphasizing social adjustments in their school and peer group interactions.

II. Scope

A. Number of Pupils and Schools Involved

The Social Development Program included 224 students from 15 public schools: Baxter, Belmar, Columbus, Conroy Junior, Conroy Elementary, Cowley, Crescent, Herron Hill, Homewood, Madison, Manchester, McKelvy, Weil, Westinghouse, and Vann.

B. Grades or Ages of Participants

Students referred and accepted into the Social Development Program are from the sixth and seventh grades, with an age

range from 12 to 15.

C. General Description of Staff

The staff is composed of seven group leaders from the fields of social work, sociology, education, or psychology.

OUTCOMES

I. Major Objectives--the changes that are expected to take place in program participants as a result of their experiences in the program. There are two types of major objectives.

A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program

1. A positive adjustment (relation) with peer group, adults, and the school

2. Cooperative behavior with others

3. Respect for the authority figure of the teacher

4. A thoughtful, rather than emotional, approach to problems

5. Increased social skills

6. A propensity for verbal, as opposed to other, less acceptable forms of expression

7. Positive social behavior--general moderation and conformity

a. In dress--miniskirts only three inches above the knees instead of six

b. Less fighting in the school environment

c. Less hostility when corrected for misdemeanors

8. A change in attendance patterns toward the lessening of absences

B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school

1. The capacity to live with himself--in the school, home and community

2. Positive attitudes about life and its demands

3. Motivation for a more constructive adulthood

4. Motivation to learn and achieve according to his ability

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

A. The amelioration of negative social and environmental influences which impede the students' school adjustment and interfere with the fulfillment of potential

B. More positive self-images, including self-respect, self-acceptance, and self-control

C. Trusting and believing other people

D. Accepting others

E. Increased knowledge about socially sanctioned behavior

F. Development of socially accepted values

ANTECEDENTS

I. Students

A. Selection Criteria--students from the sixth and/or seventh grades are referred to the program by faculty, principals, or the sixth grade teaching staff if they exhibit one or more of the following characteristics:

1. Do not get along with peer group

2. Are withdrawn

3. Are aggressive

4. Seek attention

5. Avoid responsibility

6. Are defiant

7. Use excuses, alibis

8. Become easily discouraged

9. Fight

10. Show disrespect for the property of others

11. Show no self-control in annoying situations

12. Are timid

13. Lack self-confidence

14. Are inattentive

15. Are apathetic about learning

16. Do not complete assignments

17. Underachieve

18. Have an untidy appearance

19. Practice poor personal hygiene

20. Are developed physically, but not socially or emotionally

Selection is further defined in terms of criteria for the composition of individual social development groups:

1. Children in groups should have similar levels of intellectual ability.

2. Children in groups should be at the same developmental task level.

3. Groups should be racially balanced.

4. Separate groups should be maintained for boys and girls.

The program strives to screen out the following students:

1. Those who cannot intellectually profit from experience

2. Those who exhibit disturbed and/or bizarre behavior which may intimidate other members of the group

B. Entering Behaviors--In addition to the behaviors and physical characteristics used in selection, students eligible for social development groups may display the following behaviors that must be overcome if the program is to be a success:

1. They may be resistant to offered help and concern.

2. They may not see a need to change.

3. They may have short range rather than long range goals.

II. Staff--qualifications with respect to specific positions

Staff Member	Education	Experience	Other Characteristics
Social Group Workers (6)	Academic preparation in social work, sociology, psychology, or education	Social work, working with children and youth groups	Warmth, affection, love of children, desire to help and improve, high motivation, enthusiasm, ability to work effectively with students and other adults, objectivity, desire and ability to develop professionally, awareness of the school system structure, understanding of the objectives of the public school setting
Coordinator	Same as for Social Group Workers	Same as for Social Group Workers In addition, supervisory and administrative	Same as for Social Group Workers In addition, supervisory and administrative ability

III. Support

A. Administrative support
Direction and support from the Director of Pupil Services in the Office of Compensatory Education. It is essential to program success that the administration provide office space, supplies, and telephones. The support of principals is also necessary. The program receives funds through the Office of Economic Opportunity. Its support, as well as that of neighborhood educational committees, is necessary.

B. Human Resources
The cooperation and support of parents, teachers, and the schools is essential to program success.

C. Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders

1. Office materials

2. Professional books (on adolescence, groups, group dynamics, group work)

3. Tape recorders

4. Record players

5. Cameras (moving and still)

6. Art supplies (paints, craft materials, creative materials)

7. Good grooming aids to help children learn good grooming habits (for example, shoe shine kits)

8. Magazines, books, and pamphlets about growing-up

9. Films about growing up, teenage problems, making friends, popularity

10. Tangible small gifts for children

11. Refreshments

These media come from a variety of sources:

1. Social Development Program Central Office

2. Schools

3. Social workers' own homes and ingenuity

4. Library in Social Development Office and local libraries

5. Community
   Audio-visual material, for example, can be obtained from the Board of Education center on the south side.

D. Facilities
Comfortable, permanent settings are required for group meetings.

IV. Time Constraints
The program takes place during the school year, September to June, and continues from year to year. There are a minimum of two 40 minute class periods per week. Since the program is available to sixth- and seventh-grade students, a student may participate for one or two years. The duration of treatment varies and is dependent on the student.

PROCESS

I. Student Activities

A. Extensive group discussion--main activity

B. Impromptu dramatics, role playing, skits, pantomine

C. Dancing, singing, poetry-writing

D. Group games

E. Field trips during the school day

F. Parties and lunches together

There is no set sequence for these activities. Group leaders determine activities on the basis of when the group "is ready" for them. The sequence is sometimes determined by how the

previous group meeting ended. At the first group meetings, games are often utilized to help the students get to know each other and to break down barriers of shyness. When the students become more competitive, competition is kept at a minimal level through the use of individual craft projects and motor activities.

Activities in which the students participate support the objectives of the program by accomplishing the following things:

1. Developing the students' desire to belong and their interest in the group

2. Allowing students to plan their own activities, giving them a responsibility they have not often had before

3. Developing the capacity to share through group interaction and specific projects

4. Encouraging development of self-control

5. Decreasing nonconforming behavior through individual attention and acceptance

6. Helping students find expression through motor activity which releases anxiety and hostility

7. Helping students see that they are not alone, that they are not different, thereby giving them a feeling of security and enhancing their self-image

8. Encouraging withdrawn students to express themselves and act out behavior

9. Helping students derive acceptance and status through satisfying experiences

10. Showing students that their peers may have different ways of seeing a situation or of handling a problem

11. Helping students to accept criticism, be less defensive, and become less judgmental

12. Encouraging students to like school and form more positive attitudes toward education

13. Helping students to feel more comfortable in their roles as adolescents and to face the problems of growing up more constructively

II. Staff Activities

A. Personnel functions and duties with respect to specific positions

Staff	Function	Specific Duties
Social Group Workers (6)	1. Works with student groups	a. Establishes goals for each group meeting b. Sets up controls and establishes limits on behavior for group interaction c. Guides discussion and activities d. Sets self up as a role model for the group e. Establishes fairness and trust within the group f. Encourages the group to discuss the positive and negative behaviors of individual members
	2. Recruits for social groups	a. Encourages eligible students to join the social development group b. Encourages group members to remain in the social development group
	3. Counsels	Holds interviews with individual group members

Staff	Function	Specific Duties
	4. Makes referrals	Refers group members and/or their families to other school or community agencies as a need becomes apparent
	5. Establishes relationship with the home	Visits homes of individual group members as a need arises to communicate with the family or to know more about the pupil's background
Coordinator	1. Provides supervision and guidance to social group leaders	a. Attends frequent meetings with individual group workers b. Conducts staff meetings for professional development c. Develops procedures and instruments for record keeping
	2. Maintains channel of communication with principals	a. Anticipates difficulties b. Meets with principals
	3. Interacts with community	a. Explores possibility of linking community projects to the program b. Secures consultants c. Meets with community personnel in order to obtain facilities and equipment d. Arranges for students to be acquainted with community resources

B. Intra-group coordination and communication activities--interaction among various program staff members

1. Regular staff meetings of social group workers and the coordinator

2. Social workers write reports of group meetings for the coordinator

3. Biweekly meetings of individual social group workers with the coordinator

4. Regular conferences between the coordinator and the Director of Pupil Services

5. Within each community, informal discussion between the two social group workers

6. Social activities and parties

C. Communication between program staff and others

1. Conferences between the Director, the Coordinator, and the Director of Compensatory Education to insure continued financial support

2. Requests to principals to write to the Superintendent of Schools stressing the need for, and merits of, the program

Stage I Evaluation

Statement of the Problem

The problem of evaluation was to judge the definition of the program by applying criteria used with all Title I programs--that is, by judging the definition with respect to its comprehensiveness, face validity, and compatibility with the program environment.

Method

Interviews to determine the compatibility of the Social Development Program with the total school system were conducted face-to-face with the available group leaders in the program. Three group leaders were interviewed on April 25, 1967 in the Social Development Program Office in Herron Hill Junior High School. The questions used for these interviews, the interview schedule for the Social Development Program, appear in Appendix B.

A Stage I Panel Meeting to judge the comprehensiveness and face validity of the Social Development Program definition was held on April 26, 1967. The panel consisted of the program evaluator, the program director, a research assistant from the Office of Research, the Coordinator of Evaluation, and a consultant from the field of social work. The consultant has been a professor of social work in the Graduate School of Social Work at the University of Pittsburgh since 1955. He is author of two books in addition to numerous articles, pamphlets, and

papers and is currently doing research in two areas--group methods in a correctional institution for adolescents and the use of creative dramatics with non-verbal children in a child guidance clinic. Currently he is the consultant to several area clinics and, in the past, has served in this capacity for the Hong Kong government in social work education.

Results

The results of the interviews conducted to determine the program's compatibility with the total school system are summarized on the following pages.

RESPONSES OF INTERVIEWEES

Question 1

Does the Social Development Program appear to be in harmony (or conflict) with other programs currently in operation in the school with regard to the use of the following things:

a. Student Time
b. Staff Time
c. Media
d. Facilities

Summary of Responses

a. The Social Development Program appears to be in harmony with other programs in the use of student time. Basically, all of the social services are devised to support the school curriculum. If a student needs time to become socially developed, it is appropriate that he do this in the regular school setting. There are no ill feelings about taking students from the academic setting when they are not doing well there. Through participation in the Social Development Program students should function better scholastically and behaviorally. The Social Development Program therefore functions as a supportive mechanism in harmony with other programs.

b. The Social Development Program appears to be in harmony with other school programs in the use of staff time.

c. The Social Development Program appears to be in harmony with other programs in the use of media (materials, supplies, and equipment). For the most part, the Social Development Program does not share materials with other programs.

d. There is occasional conflict between the Social Development Program and other programs in the use of facilities. Facilities have been limited because the schools are not designed to handle programs such as this one. Lumber rooms, locker rooms, and janitor's rooms are currently being used. Many of the rooms used are small and crowded or too large, as in the case of the schools using auditoriums. Finally, the school gym is not always available for motor activities.

Question 2

To what extent are other programs affected by the Social Development Program?

Summary of Responses

The Social Development Program appears to have no negative effects on other programs, but serves as an adjunct to them.

Question 3

What do you feel are the real objectives of the total school program?

Summary of Responses

The main objective of the total school program is to prepare students for adulthood and service to the community. Schools are social institutions designed to perpetuate the aims of the society in which they exist. They are designed to give students the tools they need to provide a good life for themselves. Most school programs deal with academic achievement. Because of certain environmental influences on students, these program goals are often thwarted. The Social Development Program helps remove the negative influences of environment. In this way academic and scholastic objectives become more feasible.

Question 4

Does the Social Development Program appear to be in harmony (or conflict) with the school system as a whole?

Summary of Responses

The Social Development Program appears to be in harmony with the school system as a whole. Children are referred to the program because they have individual needs which are not met in the classroom setting. Schools are primarily concerned with enriching students academically and only peripherally concerned with social-psychological problems. The Social Development Program deals with social problems, social enrichment, and improvement of self-image--things which are also necessary for total educational development.

The program helps the student to overcome attitudes which prevented adjustment to the academic setting, and thus makes education a more encompassing, comprehensive, and total experience.

Question 5

a. What school activity (or activities) does the student give up to participate in the Social Development Program?
b. What effect does this have on the Social Development Program?
c. What effect does this have on other programs in the school?
d. Do you think that this reallocation of student time results in a sacrifice to the objectives of the total school program?
e. If so, does this sacrifice to the school objectives have an effect on the Social Development Program?
f. Does this sacrifice have an effect on other programs?

Summary of Responses

5. a. The school activities which students give up are the following: (1) academic classes--spelling, science, math, reading, English, and (2) non-academic classes--physical education, library, music, and chorus.

b. The fact that students give up these activities has no effect on the Social Development Program.

c. The relinquishment of gym class may have a negative effect upon the student who needs motor activities. On the positive side, students come to recognize achievement as a desirable thing. They are therefore likely to perform better when returned to the total school program.

d. The reallocation of student time enhances the objectives of the total school program. Most of the subjects affected are missed only one period a week. Moreover, it can be assumed that the child was referred because he was not functioning properly within the school program.

e. The group leaders felt that the reallocation of student time had a positive effect on their program.

(1) Students who had not found school very rewarding had something to look forward to in school.

(2) Those students lacking regard for the educational system put the time that they might waste in the classroom to a positive developmental end.

(3) Being part of the program gave students a feeling of "being different." There is one curious negative effect of the students being in the program. Because teachers in the schools sometimes feel that taking time out from their classes is a sacrifice, students are afraid that their teachers "won't like them" and that this will adversely affect their grades.

f. The sacrifice in student time has no effect on other school programs not already mentioned above.

Question 6

a. Do you think that the time given up by teachers results in a sacrifice to the objectives of the total program? If so, is this sacrifice justifiable?
b. Do you think that the time nonprogram personnel give up results in in a sacrifice?
c. Are media and facilities available? Where do they come from?
d. Is the Social Development Program affected by the way media and facilities are allocated?
e. Are other programs?

Summary of Responses

6. a. There is no time given up by teachers and, therefore, no sacrifice of teacher time.

b. There was no time given up by nonprogram personnel.

c. Media are available from the Board of Education, the Board warehouse, the Social Development Program office, and the schools. Although facilities are available, their adequacy is questionable.

d. The program is affected by the way facilities and supplies are allocated. If the group leader plans something and materials are not available, this affects the effort.

e. The way facilities and media are allocated does not affect other programs.

Question 7

Are the gains for students anticipated by the Social Development Program outweighing any losses that may occur as a result of their participation? Why or why not?

Summary of Responses

There are no student losses as a result of the Social Development Program. When a student enters the program, it is assumed that he is functioning poorly and underachieving. One aim of the program is to make him aware of this fact. Through the program the student can find that school and life itself are meaningful. Personality and attitudinal changes will spread to the rest of the school and to the family group so that there are broad social gains.

Question 8

a. What is the effect of the Social Development Program on the environment in which it operates?

b. What effect does the environment have on the Social Development Program?

Summary of Responses

a. The aim of the Social Development Program is to change attitudes, values, and social behaviors which interfere with educational processes. To the extent that these negative traits are changed, there is a positive effect on the total school environment. There is a lessening of stress and strain within the environment as students solve their problems.

b. The environment determines what attitudinal changes are necessary for the individual participating in the program. Environment also controls the methods used in the Social Development Program. In an open and innovative atmosphere it is much easier for the group leader to make use of all the tools and techniques at his disposal for bringing about a desired change.

The findings of the panel relative to comprehensiveness and face validity are presented in the following pages in a format which relates them, item by item, to specific parts of the taxonomy and of the program definition.

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Major Objectives--the changes that are expected to take place in program participants as a result of their experience in the program. There are two types of major objectives.		
A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program	1. A positive adjustment (relation) with peer group, adults, and the school	This is not stated in terms of specific behaviors.
	2. Cooperative behavior with others	What is cooperative behavior? In what ways will it be demonstrated? Implies more cooperative behavior is desired--was there a baseline at which the students started?
	3. Respect for the authority figure of the teacher	How is respect demonstrated?
	4. A thoughtful, rather than emotional, approach to problems	What is a thoughtful approach?
	5. Increased social skills	What does this mean?
	6. A propensity for verbal, as opposed to other, less acceptable forms of expression	This may be a wrong assumption. Verbal behavior is not always the most socially acceptable form of expression.

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program (contd.)	7. Positive social behavior--general moderation and conformity a. In dress--miniskirts only three inches above the knees instead of six b. Less fighting in the school environment c. Less hostility when corrected for misdemeanors	
	8. A change in attendance patterns toward the lessening of absences	Change to read "decreased absences." General--Terminal objectives are not stated in terms of behavior or improvement. What does society expect of these students? The objectives are not explicit enough and further definition is needed.
B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school	1. The capacity to live with himself--in the school, home, and community	What is meant by "capacity"?
	2. Positive attitudes about life and its demands	What is "positive"?
	3. Motivation for a more constructive adulthood	What is meant by "constructive adulthood"?

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school (contd.)	4. Motivation to learn and achieve according to his ability	How can this be observed? General--The ultimate objectives could better be stated in behavioral terms. It will be difficult to assess these objectives because of the time variable inherent in ultimate.
II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives	A. The amelioration of negative social and environmental influences which impede the students' school adjustment and interfere with the fulfillment of potential B. More positive self-images, including self-respect, self-acceptance, and self-control C. Trusting and believing other people D. Accepting others E. Increased knowledge about socially sanctioned behavior	General--The enabling objectives are not in the order in which it is hoped they will be achieved and the list is far from exhaustive. If terminal objectives are viewed as expectations then what skills must the students learn in order to fulfill these expectations? What values must they accept? Students might not be aware of the expectations of the program. Shouldn't the purpose of the enabling objectives then be to inform the students, give them skills, and change their value

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives (contd.)	F. Development of socially accepted val s	systems? Shouldn't this whole area of objectives be reorganized in terms of this conceptual scheme, with skills, attitudes, and information put into a sequence?

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Students A. Selection Criteria	Students from the sixth and/or seventh grades are referred to the program by faculty, principals, or the sixth grade teaching staff if they exhibit one or more of the following characteristics: 1. Do not get along with peer group 2. Are withdrawn 3. Are aggressive 4. Seek attention 5. Avoid responsibility 6. Are defiant 7. Use excuses, alibis 8. Become easily discouraged 9. Fight 10. Show disrespect for the property of others 11. Show no self-control in annoying situations 12. Are timid 13. Lack self-confidence 14. Are inattentive 15. Are apathetic about learning 16. Do not complete assignments 17. Underachieve 18. Have an untidy appearance 19. Practice poor personal hygiene 20. Are developed physically, but not socially or emotionally	Selection criteria are not grouped in order of importance. Some of these characteristics might not cause a student to be selected for the program unless accompanied by other characteristics.

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
A. Selection Criteria (contd.)	Selection is further defined in terms of criteria for the composition of individual social development groups:	
	1. Children in groups should have similar levels of intellectual ability.	
	2. Children in groups should be at the same developmental task level.	What is meant by "developmental task level"?
	3. Groups should be racially balanced.	Change to "Groups should prevent imbalances which would militate against participation by the student."
	4. Separate groups should be maintained for boys and girls.	
	The program strives to screen out the following students:	How is this screening done? According to what standards is it done?
	1. Those who cannot intellectually profit from the experience	
	2. Those who exhibit disturbed and/or bizarre behavior which may intimidate other members of the group	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

<table>
<tr><th>Specific Dimensions</th><th>Program Definition</th><th>Judgments</th></tr>
<tr><td>B. Entering Behaviors</td><td>In addition to the behaviors and physical characteristics used in selection, students eligible for social development groups may display the following behaviors that must be overcome if the program is to be a success:

1. They may be resistant to offered help and concern.

2. They may not see a need to change.

3. They may have short-range rather than long-range goals.</td><td>How are the entering behaviors identified and confronted?

The entering behaviors are not stated specifically and objectively.</td></tr>
<tr><td>II. Staff--qualifications with respect to specific positions</td><td colspan="2"><table>
<tr><th>Staff Member</th><th>Education</th><th>Experience</th><th>Other Characteristics</th></tr>
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</table></td><td>No information is given on the pre-service summer training course.</td></tr>
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PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition			Judgments
Staff Member	Education	Experience	Other Characteristics	
Social Group Workers (6) (contd.)			professionally, awareness of the school system structure, understanding of the objectives of the public school setting	
Coordinator	Same as for Social Group Workers	Same as for Social Group Workers In addition, supervisory and administrative	Same as for Social Group Workers In addition, supervisory and administrative ability	
III. Support A. Administrative support :	Direction and support from the Director of Pupil Services in the Office of Compensatory Education. It is essential to program success that the administration provide office space, supplies, and telephones. The support of principals is also necessary. The program receives funds through the Office of Economic Opportunity. Its support, as well as that of neighborhood educational committees, is necessary.			Direction and support is from Department of School Services rather than the Office of Compensatory Education

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
B. Human Resources	The cooperation and support of parents, teachers, and the schools is essential to program success.	There is an inconsistency here, in that little is being specifically done in the program to gain such cooperation.
C. Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders	1. Office materials 2. Professional books (on adolescence, groups, group dynamics, group work) 3. Tape recorders 4. Record players 5. Cameras (moving and still) 6. Art supplies (paints, craft materials, creative materials) 7. Good grooming aids to help children learn good grooming habits (for example, shoe shine kits) 8. Magazines, books, and pamphlets about growing up 9. Films about growing up, teenage problems, making friends, popularity 10. Tangible small gifts for children 11. Refreshments	Which media are owned, which are borrowed, and which do they hope to have in the future? Are any sports supplies available from the gym teacher?

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
C. Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders (contd.)	These media come from a variety of sources: 1. Social Development Program Central Office 2. Schools 3. Social workers' own homes and ingenuity 4. Library in Social Development Office and local libraries 5. Community--Audio-visual material, for example, can be obtained from the Board of Education center on the South Side.	
D. Facilities	Comfortable, permanent settings are required for group meetings.	
IV. Time Constraints	The program takes place during the school year, September to June, and continues from year to year. There are a minimum of two 40 minute class periods per week. Since the program is available to sixth- and seventh-grade students, a student may participate for one or two years. The duration of treatment varies and is dependent on the student.	Are the two 40 minute periods consecutive?

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities	A. Extensive group discussion--main activity B. Impromptu dramatics, role playing, skits, pantomime C. Dancing, singing, poetry-writing D. Group games E. Field trips during the school day F. Parties and lunches together There is no set sequence for these activities. Group leaders determine activities on the basis of when the group "is ready" for them. The sequence is sometimes determined by how the previous group meeting ended. At the first group meetings, games are often utilized to help the students get to know each other and to break down barriers of shyness. When the students become more competitive, competition is kept at a minimal level through the use of individual craft projects and motor activities Activities in which the students participate support the objectives of the program by accomplishing the following things:	Counseling sessions were omitted. What criteria do the group leaders use to determine the activities of the group?

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities (contd.)	1. Developing the students' desire to belong and their interest in the group 2. Allowing students to plan their own activities, giving them a responsibility they have not often had before 3. Developing the capacity to share through group interaction and specific projects 4. Encouraging development of self-control 5. Decreasing nonconforming behavior through individual attention and acceptance 6. Helping students find expression through motor activity which releases anxiety and hostility 7. Helping students see that they are not alone, that they are not different, thereby giving them a feeling of security and enhancing their self-image 8. Encouraging withdrawn students to express themselves and act out behavior	

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities (contd.)	9. Helping students derive acceptance and status through satisfying experiences 10. Showing students that their peers may have different ways of seeing a situation or of handling a problem 11. Helping students to accept criticism, be less defensive, and become more judgmental 12. Encouraging students to like school and form more positive attitudes toward education 13. Helping students to feel more comfortable in their roles as adolescents and to face the problems of growing up more constructively	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
II. Staff Activities A. Personnel functions and duties with respect to specific positions			
Staff	**Function**	**Specific Duties**	
Social Group Workers (6)	1. Works with student groups	a. Establishes goals for each group meeting b. Sets up controls and establishes limits on behavior for group interaction c. Guides discussion and activities d. Sets self up as a role model for the group e. Establishes fairness and trust within the group f. Encourages the group to discuss the positive and negative behaviors of individual members	As part of their function do the group leaders communicate with teachers and/or principals?

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
Staff	Function	Specific Duties	
Social Group Workers (6) (contd.)	2. Recruits for social groups	a. Encourages eligible students to join the social development group b. Encourages group members to remain in the social development group	
	3. Conducts individual counseling	Counsels individual group members	
	4. Makes referrals	Refers group members and/or their families to other school or community agencies as a need becomes apparent	
	5. Visits homes	Visits homes of individual group members as a need arises to communicate with the family or to know more about the pupil's background	

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
Staff	Function	Specific Duties	
Coordinator	1. Provides supervision and guidance to social group leaders	a. Attends frequent meetings with individual group workers b. Conducts staff meetings for professional development	
	2. Maintains channel of communication with principals	a. Functions as a "trouble-shooter" b. Meets with principals	
	3. Develops procedures and instruments for record keeping		
	4. Interacts with community	a. Explores possibility of linking community projects to the program b. Secures consultants c. Meets with community personnel in order to obtain facilities and equipment d. Arranges for students to be acquainted with community resources	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-group coordination and communication activities--interaction among various program staff members	1. Regular staff meetings of social group workers and the coordinator 2. Social workers write reports of group meetings for the coordinator 3. Biweekly meetings of individual social group workers with the coordinator 4. Regular conferences between the coordinator and the Director of Pupil Services 5. Within each community, informal discussion between the two social group workers 6. Social activities and parties	How are community projects linked to the program? What are some examples? What use does the Coordinator make of written reports?
C. Communication between program staff and others	1. Conferences between the Director, the Coordinator, and the Director of Compensatory Education to insure continued financial support 2. Requests to principals to write to the Superintendent of Schools stressing the need for, and merits of the program	

Discussion and Conclusions

The findings relative to program compatibility with the total school system indicate that there are two conflicts. First of all, there is no financial support for the program. As a result, there is no continuity in personnel and it is impossible to provide for turnover. If a group leader quits, she is not replaced; her classes are either given to the other group leaders or they are dropped. This lack of support makes it impossible to procure the staff that is required. Moreover, the uncertainty of finances creates a great deal of anxiety among the workers. Secondly, although it is stated that comfortable, permanent settings are desirable for group meetings, they are not available. The group leaders work with what is provided. This is not conducive to the achievement of their objectives, though a good staff is, in large measure, able to compensate for the lack of facilities. To solve problems of compatibility, it is therefore necessary to provide (1) an adequate budget for program operation and financial security for the staff and (2) comfortable, permanent settings for the group meetings.

The panel felt that with regard to overall comprehensiveness the definition was not complete. More work is needed to expand the definition and redefine some of the areas in more behavioral terms, particularly the section on "Outcomes."

In general, major judgments concerning face validity will have to wait until specific behavioral objectives are made explicit.

Stage II Evaluation

Statement of the Problem

The problem for evaluation was to determine the congruence or lack of congruence between the formal program definition and the operating program.

Method

Two sources of information were used to determine how the program is actually operating: (1) accumulated referral sheets for the program were examined, and (2) a questionnaire was mailed with a stamped self-addressed return envelope to each of the seven group leaders. (A copy of this questionnaire is included in Appendix C.) Five of these questionnaires were filled out and returned.

Because it was not possible to investigate all of the program dimensions, data collection efforts were focused on a selected group. Table 1 lists these dimensions, the questions asked about each, and the rationale for the questions.

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
Antecedents	Selection Criteria	Students from the sixth and/or seventh grades are referred to the program by faculty, principals, or the sixth grade teaching staff if they exhibit one or more of the following characteristics: 1. Do not get along with peer group 2. Are withdrawn 3. Are aggressive 4. Seek attention 5. Avoid responsibility 6. Are defiant 7. Use excuses, alibis 8. Become easily discouraged 9. Fight 10. Show disrespect for the property of others 11. Show no self-control in annoying situations 12. Are timid 13. Lack self-confidence 14. Are inattentive 15. Are apathetic about learning	Official Referral Sheets	To determine whether referral characteristics used were the same as those listed in the program definition

TABLE I (contd.)

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		16. Do not complete assignments 17. Underachieve 18. Have an untidy appearance 19. Practice poor personal hygiene 20. Are developed physically, but not socially or emotionally		
		Selection is further defined in terms of criteria for the composition of individual social development groups: 1. Children in groups should have similar levels of intellectual ability. 2. Children in groups should be at the same developmental task level. 3. Groups should be racially balanced. 4. Separate groups should be maintained for boys and girls.	Roster of students selected for the program, plus questions to program director, "Is the group of students selected for the program the same as the group of students referred?"	To determine whether selection criteria, as distinct from referral characteristics, were used in forming the student groups.

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		The program strives to screen out the following students: 1. Those who camot intellectually profit from the experience 2. Those who exhibit disturbed and/or bizarre behavior which may intimidate other members of the group		
Antecedents	Staff--qualifications with respect to specific positions	Social Group Workers Education-- Academic preparation in social work, sociology, psychology, or education	About how many college credits do you have in the following areas: Social Work _____ credits Sociology _____credits Psychology _____credits Education _____credits	To determine the actual level and scope of academic prerequisites of the social group worker in the program
		Social Group Workers Experience-- Social work	How much actual experience do you have in the field of Social Work? _____Less than 1 year _____1 year _____2 to 3 years _____4 to 6 years _____7 or more years	To determine the actual level and scope of relevant experience of the social group worker in the program

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		Social Group Workers Experience-- Working with children and youth groups	How much experience do you have in working with children and/or youth groups? _____ Less than 1 year _____ 1 year _____ 2 to 3 years _____ 4 to 6 years _____ 7 or more years	
Antecedents	Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders	1. Office materials 2. Professional books (on adolescence, groups, group dynamics, group work) 3. Tape recorders 4. Record players 5. Cameras (moving and still) 6. Art supplies (paints, craft materials, creative materials) 7. Good grooming aids to help children learn good grooming habits (for example, shoe shine kits) 8. Magazines, books and pamphlets about growing up	In your work in the Social Development Program, how often do you use the following items? At least twice a week / Once a week / Twice a month / Once a month / Less than once a month / Never Tape recorder — — — — — — Professional books — — — — — — Pamphlets, magazines books about growing up — — — — — — Record players — — — — — — Office materials — — — — — —	To determine the extent of actual use of the media specified for the program in the definition.

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		9. Films about growing up, teenage problems, making friends, popularity 10. Tangible small gifts for children 11. Refreshments	At least twice a week / Once a week / Twice a month / Once a month / Less than once a month / Never Cameras — — — — — — Art supplies — — — — — — Grooming aids — — — — — — Films — — — — — — Small gifts — — — — — — Refreshments — — — — — —	
Process	Staff Functions and Duties with Respect to Specific Positions	Social Group Worker Function: Counseling Duties: Counsels individual group members	Indicate below the number of counseling sessions you had with each student you counseled individually during the past year. Student / Number of Counseling Sessions: 1 2 3 4 5 6 7 8 9 10 Case 1 — — — — — — — — — — Case 2 — — — — — — — — — — Case 3 — — — — — — — — — —	To determine the relative importance in actual practice of functions and duties specified for social group workers in the program definition

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
Process	Staff Functions and Duties with Respect to Specific Positions	Social Group Worker Function: Makes referrals Duties: Refers group members and/or their families to other school or community agencies as a need becomes apparent	Indicate below the name of the agency for each student whom you referred during the past year. Student — Name of Agency Case 1 _____ Case 2 _____ Case 3 _____ Case 4 _____ Case 5 _____ Case 6 _____	
	Staff Functions and Duties with Respect to Specific Positions	Social Group Worker Function: Visits homes Duties: Visits homes of individual group members as a need arises to communicate with the family or to know more about the pupil's background	Indicate below for each student visited the number of home visits you made. Student — Number of Home Visits (1 2 3 4 5 6 7 8 9 10) Case 1 _ _ _ _ _ _ _ _ _ _ Case 2 _ _ _ _ _ _ _ _ _ _ Case 3 _ _ _ _ _ _ _ _ _ _ Case 4 _ _ _ _ _ _ _ _ _ _ Case 5 _ _ _ _ _ _ _ _ _ _ Case 6 _ _ _ _ _ _ _ _ _ _	
	Intra-group coordination and communication activities--interaction among various program staff members	Regular Staff Meetings of social group workers and the coordinator	How often do you have meetings of the entire Social Development Staff (group leaders, coordinator, director)? _____ At least twice a week _____ Once a week _____ Twice a month _____ Once a month _____ Twice a year _____ Once a year _____ Never	To determine the extent of use of the communications channels defined for the program

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
	Intra-group co-ordination and communication activities--inter-action among various program staff members	Social workers write reports of group meetings for the coordinator	How often do you write reports about group sessions (classes) with the students? _____After each session _____After every other session _____After a few sessions _____Not at all	
	Intra-group co-ordination and communication activities--inter-action among various program staff members	Biweekly meetings of individual Social group workers with the coordinator	How often do you have meetings of the group leaders and the coordinator? _____At least twice a week _____Once a week _____Twice a month _____Once a month _____Twice a year _____Once a year _____Never	
	Intra-group co-ordination and communication activities--inter-action among various program staff members	Within each community, in-formal discussion between the two social group workers	How often do you have meetings of group leaders only? _____At least twice a week _____Once a week _____Twice a month _____Once a month _____Twice a year _____Once a year _____Never	

Results and Conclusions

In examining the accumulated referral sheets it was found that students have been referred to the program for 17 reasons in addition to the 20 listed in the program definition. The additional reasons are the following:

1. Transfer from a southern school
2. One-parent family
3. Medical problems (unusual physical defects)
4. Family receiving aid from Department of Public Assistance
5. Request of mother because child is "bright"
6. Lack of motivation
7. Elderly parents who don't relate to children
8. Acute tardiness
9. Poor vision
10. Being overweight
11. Being a "squealer"
12. Being loud and mean
13. Being preoccupied by fantasies
14. Delinquent behavior
15. Lying and stealing
16. Sixth-grade repeater
17. Seventh-grade repeater

The program definition specifies criteria used in selection beyond those on the basis of which students are referred to the program. These criteria are to be used in further screening the number of students who finally participate in the program. However, it was discovered, by comparing the referral sheets (which record all the students who have been referred) to the roster of students who were actually admitted to the program, that the two groups of students are the same. This fact was also corroborated by the program director.

One of two inferences can be drawn from this finding: (1) the screening process is inoperative, or (2) all students who were referred to the program were also found acceptable in terms of the selection criteria. In light of the variety of additional reasons for referral cited above, the second alternative is highly suspect. We would best conclude that the selection criteria are <u>not</u> operative. In that case a decision needs to be made as to whether the criteria should be made operative or should be removed from the program definition.

As is indicated in Table 1, the program definition specifies that the group leaders should have educational backgrounds in social work, sociology, psychology, or education. The five completed responses to the questionnaire show that the group leaders do have these qualifications. The definition further specifies actual experience in working with children and in the field of social work. Each of the group leaders indicated that he had had at least two to three years of experience working

with children. However, two of the five respondents had had one year or less practical experience in social work. Evidently some personnel were recruited who did not fully meet the requirements.

The completed questionnaires indicated an infrequent utilization of the media and resource materials listed in the program definition. Although four of the five group leaders used books and pamphlets at least once a week, the other materials were used monthly or even less frequently.

One of the functions specified for group leaders in the program definition is that of counseling students in their groups when necessary. The reports of four group leaders showed that the number of their counseling sessions ranged widely--from 28 by one group leader to 74 by another. One leader apparently concentrated on counseling many students a few times each, while the others concentrated their counseling on a few students. Consequently, about half of the total number of students counseled had only one counseling session. The discrepancy between the two counseling patterns described above points to the fact that the program definition is not specific as to the precise type of counseling desired.

In addition to counseling sessions, group leaders referred eight students to various social agencies in the community, and each group leader arranged visits to his students' homes. Both practices are compatible with the program definition.

The program definition stipulates that, as one aspect of intra-group

communication, each group leader should prepare a report for the co-ordinator describing each session he has had with his group of students. However, one group leader did not prepare any such reports, indicating some incongruity between the operation of the program and the definition. Other findings on intra-staff communications were inconclusive.

APPENDICES

Appendix A

GROUP INTERVIEW SCHEDULE
SOCIAL DEVELOPMENT PROGRAM

OBJECTIVES

1. What are the major objectives of this program in terms of student behavior? (What does the program expect to accomplish for students? What should students be able to do as a result of participation in this program?)

2. Are there secondary objectives which become means to the attainment of major program objectives? (Will student attitudes be changed? Teacher behavior and/or attitudes?)

3. Are any by-product benefits anticipated? (Benefits to parents, to teachers, to community, to school?)

STUDENTS

1. What are the criteria for enrolling and keeping students in the program? (On what basis are individual students enrolled in the program--by school, grade, subject, personal characteristics, performance? Do participating students become ineligible for the program after meeting certain performance standards, after a specified period of time, etc.?)

2. How can we determine and verify the point in time of each student's involvement in the program?

3. How or where can we obtain a precise list of the names of students enrolled or selected for the program?

4. What are the assumptions, if any, regarding the entering skills, knowledge, attitudes of the students enrolled in the program? (Are students assumed to have certain entering behavior and/or levels of competency which are prerequisite to success in or benefit from the program?)

STAFF

1. What staff is required to carry out the program--teachers, supervisors, coordinators, specialists, paraprofessionals, etc.?

2. What are the functions of staff members in the program? (How do teachers, supervisors, paraprofessionals, etc. promote the objectives of the program?)

3. What are the qualifications of staff members for fulfilling these functions? (What levels of competency are required or assumed?)

4. What are the specific behaviors expected of each group of staff members? (What specific tasks relevant to the program are to be performed and how are these to be performed by teachers, by supervisors, etc.?)

5. What are the names and location of members of the program staff or key members of the staff?

MEDIA

1. What materials, equipment, and supplies are required to carry out the program--books, tapes, films, television sets, paint supplies, etc.?

2. How can these be identified, and where are they located?

3. How will these media contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--shape the environment, structure perceptions, supply cues to evoke desired responses, etc.?)

STUDENT ACTIVITIES

1. What activities are specified for students in the program? Is there a necessary sequence for these?

2. How will student activities contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--by structuring perception, developing skills, fostering attitudes, etc.?)

TIME

1. When and for how long does the program take place? (Does it begin and end on specific dates, continue from year to year?)

2. What is the duration of treatment for the individual student--one class period per day for a school year, entire school day for one or more years, etc.?

COMMUNICATIONS

1. How and to what extent do program staff members at various levels of authority communicate in regard to the purposes, methods, and operations of the program--meetings, written communications through a coordinator, etc.?

SUPPORT

1. What administrative support is necessary to operate the program? (What facilities are needed? What scheduling of classes or other activities?)

2. What steps are taken to insure this support?

Appendix B

INTERVIEW SCHEDULE FOR SOCIAL DEVELOPMENT PROGRAM (Stage I) 1966-1967

We are conducting this interview in order to find out how the Social Development Program functions within its environment and to determine the relationships between the program and the environment.

1. Does the Social Development Program appear to be in harmony (or conflict) with other programs currently in operation in the school with regard to the use of the following things:

   a. Student Time
   b. Staff Time
   c. Media
   d. Facilities

2. To what extent are other programs affected by the Social Development Program?

3. What do you feel are the real objectives of the total school program?

4. Does the Social Development Program appear to be in harmony (or conflict) with the school system as a whole?

5. a. What school activity (or activities) does the student give up in order to participate in the Social Development Program?
   b. What effect does this have on the Social Development Program?
   c. What effect does this have on other programs in the school?
   d. Do you think that this reallocation of student time results in a sacrifice to the objectives of the total school program?
   e. If so, does this sacrifice to the school objectives have an effect on the Social Development Program?
   f. Does this sacrifice have an effect on other programs?

6. a. Do you think that the time given up by teachers results in a sacrifice to the objectives of the total school program? If so, is this sacrifice justifiable?
   b. Do you think that the time nonprogram personnel give up results in a sacrifice?
   c. Are media and facilities available? Where do they come from?

d. Is the Social Development Program affected by the way media and facilities are allocated?
e. Are other programs?

7. Are the gains for students anticipated by the Social Development Program outweighing any losses that may occur as a result of their participation? Why, or why not?

8. a. What is the effect of the Social Development Program on the environment in which it operates?
b. What effect does the environment have on the Social Development Program?

Appendix C

QUESTIONNAIRE FOR THE SOCIAL DEVELOPMENT PROGRAM

Dear Group Leader:

In order to complete the evaluation of the Social Development Program, we would like your cooperation in completing this questionnaire. Please answer the questions as factually as possible. Most can be answered by making a check mark like this ✓ on the line beside the answer that you choose. Specific instructions are given where needed.

The enclosed self-addressed envelope is for your convenience in returning the questionnaire to the Board of Education. Please return it by June 30.

Thank you for your cooperation.

We would like to get your opinion as to what criteria are most relevant for selection of students to participate in the Social Development Program. Indicate your opinion by writing one of the following:

1--next to the criteria you consider highly important
2--next to the criteria you consider of medium importance
3--next to the criteria you consider of little or no importance

Indicate 1, 2, or 3

___ Do not get along with peer group
___ Are withdrawn
___ Are aggressive
___ Seek attention
___ Avoid responsibility
___ Are defiant
___ Use excuses, alibis
___ Become easily discouraged
___ Fight
___ Show disrespect for the property of others
___ Show no self-control in annoying situations
___ Are timid
___ Lack self-confidence

___ Are inattentive
___ Are apathetic about learning
___ Do not complete assignments
___ Underachieve
___ Have an untidy appearance
___ Practice poor personal hygiene
___ Are developed physically, but not socially or emotionally
___ Other, please specify: _____

About how many college credits do you have in each of the following areas:

Social work ___ credits
Sociology ___ credits
Psychology ___ credits
Education ___ credits

How much actual experience do you have in the field of social work?

___ Less than 1 year
___ 1 year
___ 2 to 3 years
___ 4 to 6 years
___ 7 or more years

How much experience do you have in working with children and/or youth groups?

___ Less than 1 year
___ 1 year
___ 2 to 3 years
___ 4 to 6 years
___ 7 or more years

In your work in the Social Development Program, how often do you use the following items?

	At least twice week	Once a week	Twice a month	Once a month	Less than once a month	Never
Tape recorders	____	____	____	____	____	____

	At least twice a week	Once a week	Twice a month	Once a month	Less than once a month	Never
Professional books	___	___	___	___	___	___
Pamphlets, magazines, books about growing up	___	___	___	___	___	___
Record players	___	___	___	___	___	___
Office materials	___	___	___	___	___	___
Cameras	___	___	___	___	___	___
Art supplies	___	___	___	___	___	___
Grooming aids	___	___	___	___	___	___
Films	___	___	___	___	___	___
Small gifts	___	___	___	___	___	___
Refreshments	___	___	___	___	___	___

If you need more room to answer the questions on this page, put additional cases on the back.

Indicate below the number of counseling sessions you had with each student you counseled individually during the past year.

Student	Number of Counseling Sessions									
	1	2	3	4	5	6	7	8	9	10 or more
Case 1	_	_	_	_	_	_	_	_	_	—
Case 2	_	_	_	_	_	_	_	_	_	—
Case 3	_	_	_	_	_	_	_	_	_	—

Student	Number of Counseling Sessions									
	1	2	3	4	5	6	7	8	9	10 or more
Case 4	—	—	—	—	—	—	—	—	—	—
Case 5	—	—	—	—	—	—	—	—	—	—
Case 6	—	—	—	—	—	—	—	—	—	—

Indicate below the name of the agency for each student whom you referred during the past year.

Student	Name of Agency
Case 1	_____
Case 2	_____
Case 3	_____
Case 4	_____
Case 5	_____
Case 6	_____

Indicate below for each student visited the number of home visits you made.

Student	Number of Home Visits									
	1	2	3	4	5	6	7	8	9	10 or more
Case 1	—	—	—	—	—	—	—	—	—	—
Case 2	—	—	—	—	—	—	—	—	—	—
Case 3	—	—	—	—	—	—	—	—	—	—
Case 4	—	—	—	—	—	—	—	—	—	—
Case 5	—	—	—	—	—	—	—	—	—	—
Case 6	—	—	—	—	—	—	—	—	—	—

How often do you have meetings of the entire Social Development Staff (group leaders, coordinator, director)?

___ At least twice a week
___ Once a week
___ Twice a month
___ Once a month
___ Twice a year
___ Once a year
___ Never

Meetings of the group leaders and the coordinator?

___ At least twice a week
___ Once a week
___ Twice a month
___ Once a month
___ Twice a year
___ Once a year
___ Never

Meetings of group leaders only?

___ At least twice a week
___ Once a week
___ Twice a month
___ Once a month
___ Twice a year
___ Once a year
___ Never

How often do you write reports about group sessions (classes) with the students?

___ After each session
___ After every other session
___ After a few sessions
___ Not at all